DOCUMENT RESUME

ED 341 883 CG 023 978

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TITLE Kentucky's Experimental Elementary Counselor Program: Results and Recommendations for Marketing Exemplary Practices To Meet KERA Goals.
PUB DATE Jun 91
NOTE 55p.; Funded by a grant from the Kentucky Association of Counseling and Development.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Counseling Effectiveness; *Elementary Education; *Marketing; *Program Effectiveness; *School Counseling; *School Counselors; *School Guidance
IDENTIFIERS *Kentucky

ABSTRACT

This report examines Kentucky's experimental elementary guidance programs, which were funded in 1988 and evaluated in the second year of the 2-year experimental program. In the second year, data were gathered from counselors, teachers, students, and parents; the data are presented in this document. The first section, "Effective Elementary Guidance Programs," provides data on what previous research has established as exemplary elementary guidance and counseling program practices and provides a foundation upon which to judge the Kentucky program results. Practices that are essential and have been judged to be effective programs are described. The second section, "Results of Kentucky Experimental Programs," presents the results of the Kentucky program. Besides presenting the basic facts, the data are discussed in comparison to the practices and procedures presented earlier from research on effective guidance programs. The third section, "Kids, Counselors, and KERA: Marketing Exemplary Practices," examines the data in the second section and examines their utilization in implementing the new Kentucky Educational Reform Act (KERA) and the unique contributions elementary counselors can provide in order to meet these reform goals. A special consideration of this section is the methods of marketing elementary counselors to school based management teams. (ABL)

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KENTUCKY'S EXPERIMENTAL ELEMENTARY COUNSELOR PROGRAM

RESULTS AND RECOMMENDATIONS FOR MARKETING EXEMPLARY PRACTICES TO MEET KERA GOALS

JUNE 1991

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Kentucky's Experimental Elementary Counselor Program

Results of a study funded by a grant from the Kentucky Association of Counseling and Development and implications for elementary counselors to help meet the Kentucky Educational Reform Act (KERA).

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June, 1991

Kentucky's Experimental Elementary Guidance Program

Preface

In 1988, twenty experimental elementary guidance programs were funded by the state legislature. The purpose of these experimental programs was to provide elementary counseling services to school districts who previously had none. The Kentucky Association of Counseling and Development provided a grant to research these experimental programs. During the first year of the experimental program data was collected and reported by the Division of Student Services and can be found in the document entitled Kentucky Experimental Elementary School Counselor Program Report: The First Year 1988-89.

For the second year of the two year experimental program period, different data and reporting methods were utilized. Data was collected from counselors, teachers, students, and parents. This report then, will present the results of the data that was collected in order to judge the effectiveness of these experimental elementary school counselors.

In order to put this data into proper perspective, as well as utilize the results to advance the cause of elementary guidance in the commonwealth, this report consists of three major sections: Effective Elementary Guidance Programs; Results of the Kentucky Experimental Programs; and Kids, Counselors and KERA: Marketing Exemplary Practices.

Section one provides data on what previous research has established as exemplary elementary guidance and counseling

program practices. This data provides a foundation upon which to judge the Kentucky Experimental Elementary Counselor Program results. Consequently this section will describe practices that are essential and have been judged to be effective programs of Elementary School Guidance and Counseling.

Section two presents the results of the Kentucky Experimental Elementary School Counselor Program. Besides presenting the basic facts, the data will be discussed in comparison to the practices and procedures presented earlier from research on effective guidance programs.

Finally, section three will examine the exemplary practices validated from the data in section two and look at their utilization in implementing the new Kentucky Educational Reform Act (KERA) and the unique contributions elementary counselors can provide in order to meet these reform goals. A special consideration of this section will be methods of marketing elementary counselors to school based management teams.

It is important to have a clear perspective of the Experimental Elementary School Counselor Program to ascertain if the program was effective and if there were specific practices which proved helpful. As the commonwealth engages the sweeping changes of KERA, the major question to be asked and the one that school based decision making teams will ask is, "do counselors in the elementary schools provide services which make a difference in children's lives and do these differences support the goals of KERA?" This report attempts to provide data to answer this question.

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EFFECTIVE

ELEMENTARY

GUIDANCE

PROGRAMS

Effective Elementary Guidance Programs

In order to put the data from the experimental guidance programs in a proper perspective it is important to establish a good workable model. This model should clarify what a good elementary guidance program is and specifically how elementary counselors actually utilize their time in working with children. Several sources will be used to accomplish this perspective and provide a comparative model.

Survey of Effective Elementary Guidance Programs (Sattes and Miller 1989) was published by Applalachia Educational Laboratory. This survey was the result of a joint study conducted by the Kentucky Association of School Administrators, Kentucky Department of Education and the Appalachia Educational Laboratory. In all, forty-eight counselors and principals from six states were involved in compiling survey data. A study group consisting of administrators and counselors designed the survey questionnaire that was used in this study to determine what effective elementary guidance programs did and how they were operated. This group also solicited nominations regarding effective programs from the elementary counselors that were working in Kentucky at this time. In addition exemplary programs were requested from Florida, Indiana, Missouri, Tennessee and West Virginia. From this pool, thirty-six programs were identified as highly effective. Subsequently, these counselors and their principals were interviewed on a standard interview format.

Telephone interviews were conducted with a total of twenty-two counselors. Fourteen counselors from Kentucky, and eight from Florida, Indiana, Missouri, Tennessee and West Virginia were interviewed. Twenty-six principals were also interviewed. Eighteen of these principals were from Kentucky and eight were from the other states.

The Results

Time

The first area that was examined dealt with how counselors spent their time. How do effective programs utilize their counselor's valuable time?

The results were as follows:

How Time Is Spent	Percentage of Time
Counseling	30%
Group Guidance Activities	26%
Consulting with Teachers and Parents	16%
Placement and Referral	13%
Pupil Appraisal	6%
Information Services	6%
(Public Relations)	6%
Record Keeping	3.5

As can be seen from these results, effective elementary counseling programs have counselors spend the majority of their time by offering direct student related activities.

Activities

A second area focused on the specific activities that contribute to program effectiveness. Specific activities were identified as:

Specific Activities	Percentage of Agreement
Individual/Small Groups Counseling	95%
Involvement of Staff/Teachers	82%
High Visibility with Students	82%
Involvement with Parents	72%
Developmental Guidance	68%
Programs Related to Student Improvement	55%
Community Involvement	23%

As can be seen from these results, there was a high level of agreement regarding activities that contributed to counselor involvement with students, teachers and parents.

Curriculum Content

A third area had to do with the specific content of the actual Guidance Curriculum. The counselors reported the issues that were discussed in classroom group guidance activities. This data was as follows:

Content	Percentage Offering Program
Self Esteem	55%
Bus/Home Safety	50%
Dealing with Crisis (death, divorce, moving)	41%
Getting Along with Others	36%
Understanding Feelings	27%
Drug Abuse	27%
Decision Making	27%
Orientation to Next Grade	18%
Careers and Jobs	14%
Hygiene and Body Development	9%

As is evident from the diversity of the guidance curriculum reported, there is a blend of developmental and crisis or remedial type activities that the elementary counselor engaged in with children.

Philosophical Perspective

One other area that can help establish a perspective on elementary guidance programs comes from the philosophical orientation which founded the early elementary guidance movement of the 1960's. Ohlsen (1967) in reviewing a number of studies of practitioners in the field found that they all agreed that the counselor's primary duties were: (1) counseling children; (2) counseling their parents regarding their children's adjustment to school; and (3) consulting with teachers and parents. These roles plus the addition of "coordination" are also supported by the joint ACES/ASCA Committees on the Elementary School Counselor (1966 p 659):

> "Counseling is one of the responsibilities of the counselor. Other responsibilities of the counselor include consultation and coordination. The counselor will counsel and consult with individual pupils and groups of pupils, with individual teachers and groups of teachers, and with individual parents and groups of parents. He will coordinate the resource of the school and community in meeting the needs of the individual pupil."

Summary

The results of the Survey of Effective Elementary Guidance Programs (1989) do seem to be in agreement with the major philosophical structure of what professionals in the field have been advocating for years regarding elementary school guidance and counseling programs. What was judged to be a sound model for elementary guidance does actually produce effective programs and practices as reported by practicing elementary counselors and building principals.

RESULTS

OF

KENTUCKY

EXPERIMENTAL

PROGRAMS

Results of the Kentucky Experimental Elementary Counselor Program

This section will present the data concerning the Kentucky Experimental Elementary School Counselor Program for the 1988-1990 school years. These results will be compared to the effective programs and practices research that was discussed in the previous section. For the most part, this report provides descriptive data.

Summary Highlights

The major results of this two year project were as follows:

18,022 students were served

869 teachers were assisted

22,314 individual counseling sessions with students were conducted

1,917 individual counseling sessions with parents were conducted

137 teacher inservices were presented

9,342 teacher consultations were made

3,122 parent consultations were made

314 public relation activities were presented

3,164 small group activities were conducted

14,354 classroom guidance activities were presented.

The counselors made 908 referrals to outside agencies and reported 194 cases of child abuse.

The experimental elementary school counselors were involved in a tremendous amount of guidance related activities. To accomplish this with new programs, these counselors must have been highly visible and readily accessible to students, parents and teachers. Additionally, they were able to establish themselves as part of the school team.

What Kentucky Counselors Did

Table I provides a breakdown of the approximate number of activities and work that the experimental counselors were involved in over the two years of the experimental program.

Analysis of Table 1, what the experimental counselors did and how they divided their time and energy, shows some slight changes from the first year to the second year. Activities provided by the counselors that remained largely the same in regard to the time involved from the first to the second year were: individual student counseling sessions, student referrals, teacher inservices, and child abuse cases reported. Significant changes were noted in the reporting that parent consultations were up 11% the second year. Teacher consultations and public relations activities were down 25% the second year. Additionally, classroom guidance activities were down 10% and small group counseling sessions were up 11% the second year.

TABLE I
Experimental Counselor Activities*

	N=19 1988-89	N=18 1989-90	% change
Individual Counseling Sessions	11193	11059	down .0060%
Students	9170	8852	down .08%
Parents	856	1061	up 11%
Small Group Guidance Activities	1413	1773	up 11%
Classroom Guidance Activities	7934	6420	down 10%
Teacher Consultations	5877	3465	down 25%
Teacher Inservices	77	60	down 12%
Parent Consultations	1567	1555	down .002%
Students Referred to Agencies	449	459	up .01%
Child Abuse Cases	103	91	down .06%
Public Relations Activities	198	116	down 26%
Total Of All Activities	28,811	24,998	

*Note
There were 19 counselors reporting in 1988-89
and 18 counselors reporting in 1989-90

From these results, one could hypothesize that counselors perceived program need changes from establishing service contacts the first year, (i.e. teacher consultations and public relations activities were down the second year) to an emphasis on parent consultation and small group counseling intervention the second year. It would appear that direct service to more substantial problems took precedence over classroom guidance activities as well. Classroom guidance activities traditionally have knowledge content regarding such topics as "how to communicate more effectively", or "how to get along" as opposed to small group counseling sessions on such topics as "how to cope with your parents' divorce." Therefore, the counselors seemed to be utilizing more of their time the second year on activities directed at more serious and difficult problems.

These counselor activities are further broken down in Table 2 by the percentage of time the counselor spent in each activity and this is compared to the data that was reported by the effective program study in the previous section.

As can be seen from this data the Kentucky experimental counselors have produced results that are indeed quite similar to the effective programs data. This is judged to be very positive and indicates that in comparing time and activities the Kentucky experimental programs have provided time, energy and services which should lead to effective programs. The experimental counselors have been highly involved with students, teachers and parents in a variety of services.

Table 2
COMPARISONS

Kentucky's Experimental Elementary Guidance Programs
And Effective Elementary Guidance Programs
Data on Time and Activities

KASA, KDE & Effective Elementary Guidance Programs		1988-1989 Year 1		1989-1990 Year 2	
Individual Counseling	30%	Individual Counseling	39%	Individual Counseling	45%
Group Guidance Activities	26%	Children	32%	Children	35%
		Parents	7%	Parents	10%
Consulting with Teachers and Parents	16%	Group Activities	33%	Group Activities	33%
		Small Groups	5%	Small Groups	7%
Placement Referrals	13%	Classroom Groups	28%	Classroom Groups	26%
Public Relations	6%	Consulting	25%	Consulting	19%
		Parents	5%	Parents	6%
		Teachers	20%	Teachers	13%
		Referrals	2%	Referrals	2%
		Public Relations	.7%	Public Relations	.4%

The experimental counselors also provided data regarding specific program activities that were offered to students. Twenty-six categories were identified, and an open-ended "other" category was included for reporting on activities not identified by the other twenty six. There was no expectation that all categories would be utilized by all counselors. Of the twenty original counselors, 19 responded for the '88-'89 academic year and 18 responded for the '89-'90 school year.

The number of sessions and number of students is approximate due to reporting inconsistencies, particularly during the first year of the program. The topics for sessions offered by counselors were determined by various needs assessment activities from the school community. The varying priorities of individual school districts reflected the types of guidance activities implemented by the elementary counselors. All counselors responding reported offering self-esteem enhancing activities as the most frequently utilized topic at 92%, with 14,034 students participating in 3,171 sessions over the two year reporting period.

The top ten activity topics during this time in order were: 1) Self Esteem; 2) Drug and Alcohol Guidance; 3) Improving Work Habits; 4) Improving Study Skills; 5) Peer Pressure; 6) Behavior Improvement; 7) Learning Goal-Setting and Decision-Making Skills; 8) Power of Positive Students Program; 9) Personal Safety, Children of Divorced Parents, Personal Grief/Loss, Personal Relationships, and 10) Positive School Attitude. This data is reported in Table 3.

Table 3

TOPIC	Number Providing Topic		Percentages of Total #		2 Year Average	# of Sessions		# of Students	
	yr 1	yr 2	yr 1	yr 2		yr 1	yr 2	yr 1	yr 2
Drug & Alcohol Prevention	17	16	85%	89%	87%	667	649	6853	5355
Personal Safety	16	12	80%	67%	73.5%	237	298	4195	2695
Study Skills	17	15	85%	83%	84%	414	386	3788	4052
Family Violence Prevention	6	6	30%	33%	31.5%	33	584	694	1059
Children of Divorced Parents	16	12	80%	67%	73.5%	472	543	744	783
Loss/or Death and Dying	15	13	75%	72%	73.5%	104	88	1146	915
Improving Work Habits	18	14	90%	78%	84%	445	303	4830	2802
Personal Health/Hygiene	7	10	35%	56%	45.5%	59	89	1321	1580
Decision making Goal Setting	17	12	85%	67%	76%	506	374	4383	3179
Coping with Stress	13	12	65%	67%	66%	252	184	2318	2006
Latchkey Children	3	5	15%	28%	21.5%	4	26	514	1089
Self Esteem	19	16	95%	89%	92%	1250	1921	7739	6295

Behavior Improvement	19	12	95%	67%	81%	1093	613	4147	2717
Personal Relations	15	13	75%	72%	73.5%	722	727	3757	3585
Peer Pressure	16	15	80%	83%	81.5%	450	340	4965	3168
Importance of Attendance	18	10	90%	56%	73%	390	419	3878	2135
Student Motivation	15	12	75%	67%	71%	443	454	4072	3070
Student Recognition	11	9	55%	44%	49.5%	225		2903	
Test Preparation/ Interpretation	15	11	75%	61%	68%	222	123	4081	2143
Good Citizenship	11	8	55%	44%	49.5%	139	1011	3928	1667
Family Life	12	10	60%	56%	58%	140	273	2557	1912
Attitude Towards School	18	10	90%	56%	73%	609	485	6201	2686
Career Development	11	10	55%	56%	55.5%	382	193	4218	1924
Orientation Transition	11	8	55%	44%	49.5%	204	39	1636	566
Human Development	6	7	30%	39%	34.5%	25	38	1155	543
POPS	15	14	75%	78%	76.5%	673	458	5168	3519
Others See Narrative for "other"	5	7	25%	39%	32%	66		1314	

Counselor Effectiveness

In order to ascertain if the experimental counselors were producing positive results, subjective questionnaires were provided to three primary groups for their perceptions and reactions. These groups were: (1) teachers and administrators; (2) students, and (3) parents.

The questionnaires and total positive response is provided in appendix A-E.

Teachers and Administrators

The experimental counselors received high marks from their teachers and administrators. These results were:

78% of all teachers and administrators reported the Guidance Counselor provided assistance with discipline problems.

85% of all teachers and administrators reported the Guidance Counselor worked with all students.

85% of all teachers and administrators reported the Guidance Counselor worked with problem cases.

88% of all teachers and administrators reported the Guidance Counselor helped students improve and have a more positive self concept.

90% of all teachers and administrators reported the Guidance Counselor helped improve relations between students.

73% of all teachers and administrators reported the Guidance Counselor helped students have a more positive attitude about their studies.

84% of all teachers and administrators reported that the Guidance Counselor's efforts were helpful when they referred students to them.

92% of all teachers and administrators reported that the Guidance Counselor was helpful when they consulted with them about school concerns.

90% of all teacher and administrators reported that the Guidance Counselor provided feedback to them when they consulted with parents of students.

As can be seen from these results, the experimental counselors were a viable part of the school program. They seemed to be accessible and communicated effectively as these ratings indicate.

Students' Perceptions

Data analysis of a random sample of children from kindergarten through grade six in the experimental elementary school counseling programs responded to questionnaires designed to illicit information in a confidential format. These results were:

98.5% of all students could identify their school counselor.

95% reported that their counselor had talked with or taught guidance activities in their class.

Learned something new about themselves
95% of K-2 students felt they had learned something
77% of 3-4th grade students felt they had learned something
75% of 5th-6th grade students felt they had learned something

The counselor listens when students talk about themselves
95% of K-2 students agreed
90% of 3-4th graders agreed
87% of 5th-6th graders agreed

87% of all students believed that counselors cared about how they were doing in school.

85% of students in grades 3-6 believed that the counselor was trustworthy and could keep a secret.

73% of the 3-6 grade students reported that if they had a problem they would talk to the counselor about it.

41% of the children mentioned above reported that they had actually seen the counselor.

62% of all the children that had seen the counselor reported that they felt the counselor tried to help.

61% reported that they did feel better after talking with the counselor.

These results seem to indicate that counselors were indeed accessible to students and students did see the counselor as a professional who cared and could be trusted to help them. These students did have some fairly positive feelings about school in general, as 71% reported that they did good work at school while 95% believed they had friends at school. Consequently, this shows that these students who felt fairly positive about school still saw the counselor as someone who could help them and someone that they needed.

Parents' Perceptions

From the reporting school districts, responses were solicited from 425 parents of elementary school children regarding their attitudes about the Experimental Elementary Counselor Program in their school.

87% of the parent respondents knew their child's school counselor, intimating personal contact or general knowledge about the local counseling program.

96% of the parent respondents who had concerns about their child's school issues or problems, attended parent meetings conducted by the school counselor.

92% of the parent respondents expressed that there was a need for a counselor in the elementary school.

94% of the parent respondents expressed that they would feel free to contact the school counselor if they had a concern about their child's school life.

43% of all parents in this sample had contacted their counselor about their concerns regarding their child.

74% of the parent respondents expressed the belief that their school counselor had helped all the children mature socially and to realize their academic potential.

80% of all parent respondents felt that the school counselor had helped their own child.

All these responses seem to indicate that parents found the services of the elementary counselor to be a valuable resource. It could also be inferred that in order for this to be true, the counselors must have been accessible to parents and provided a viable needed service.

SUMMARY

The descriptive and attitudinal data that was collected on Kentucky's Experimental Elementary Counselor Program over the last two years were all very positive. Not only did the Kentucky data regarding time and activities resemble the data from the effective program study, but teachers, students and parents perceptions were also quite positive about the helpfulness and effectiveness of the experimental counselors. Consequently the Kentucky Experimental Elementary Counselor Program did meet the expectations upon which the program was funded.

Although this is descriptive data, it still provides very positive results. The experimental counselors did have an impact on their schools. They were a part of the educational team and were accessible and involved with students, teachers and parents in building a positive developmental program of guidance and counseling services which also responded to problems and crisis situations.

KIDS

COUNSELORS,

AND KERA:

MARKETING

EXEMPLARY

PRACTICES

Kids, Counselors and KERA: Marketing Exemplary Practices In Collaboration with Phillip B. Niffenegger, Ph.D.*

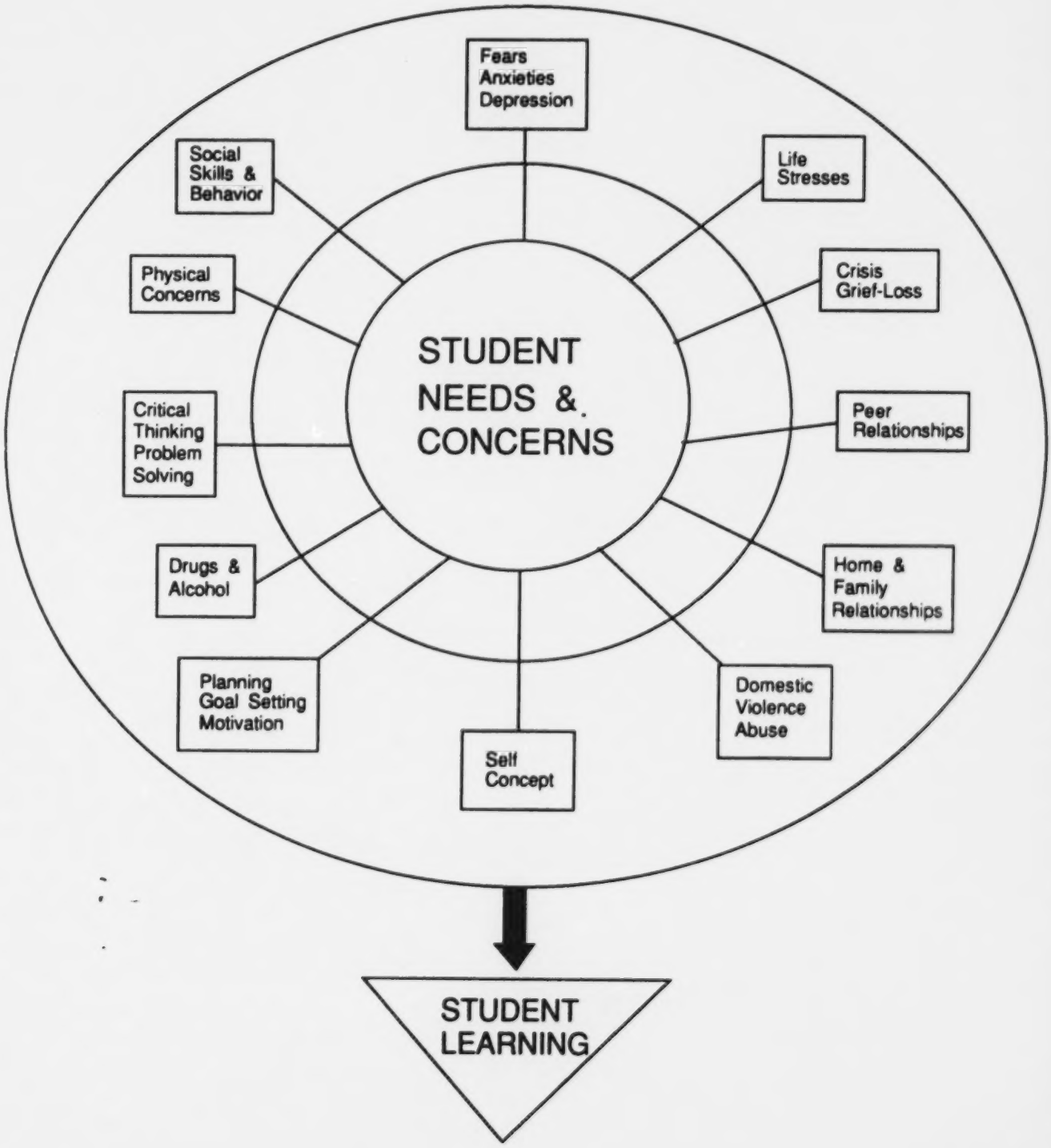
Based on the data from the Kentucky Experimental Elementary School Counselor Program, there seems to be many very specific exemplary practices that counselors can utilize to help facilitate many of the specific goals of the Kentucky Education Reform Act (KERA). This section will focus specifically on what counselors can provide to meet the needs of children and the goals of KERA. In addition, a special emphasis will be placed on how counselors can market these exemplary counselor practices to school based management committees and thus increase the number of elementary counselors in the state. The Kentucky Association of Counseling and Development in collaboration with many other professional groups have had as one of their goals to provide every elementary student in the commonwealth the opportunity to have access to the service of an elementary counselor. Children need the services that elementary counselors can provide, especially in todays demanding times.

Factors Affecting Learning

There is no doubt that KERA has a major child center focus. There are many factors and variables which children encounter in their daily lives which can greatly enhance or hinder their personal learning. Figure 1 provides an example of the many

*Dr. Niffenegger is a Professor of Marketing at Murray State University.

FIGURE 1
FACTORS IN STUDENTS LIFE SPACE THAT MAY EFFECT LEARNING



diverse variables which children today could possibly face. To manage and cope with these diverse demands does necessitate that children have many sources of help both at school as well as at home. It also implies that if these variables are not managed or dealt with in a positive enhancing way, they can indeed disrupt the delicate balance within individuals and thus negatively effect learning.

What seems to be needed then, are guidance programs and curriculum which stress coping strategies and personal enhancement skills. In addition, many specific crisis intervention strategies, such as individual and group counseling, can be used. Therefore both developmental classroom guidance programs as well as problematic counseling strategies can be utilized to help individual children manage and cope with aspects of their personal lives so that they can also take advantage of the learning opportunities that schools provide. Furthermore, counselors can also provide strategies for helping both teachers and parents deal more effectively with children. Consequently, elementary school counselors can help today's children cope with the demands contemporary society confronts them with on a daily basis and thus help facilitate the many goals of KERA.

Goals of KERA and Exemplary Guidance and Counseling Practices

There are two specific goals of KERA that the experimental elementary school counselors have proven that they have been highly involved with. These two areas are: Goal 3 - Become Self Sufficient Individuals and Goal 4 - Become Responsible Members of a Family, Work or Community Group.

Goal 3 Become Self Sufficient

The major intention of this goal is to help children have a good feeling about themselves and to believe in themselves and their ability to manage themselves and their behavior. The data from the experimental counselors already identified the self concept as the guidance curriculum topic that received the greatest amount of attention. Counselors have done developmental classroom groups as well as small groups and individual counseling to help children gain a greater sense of esteem and self efficacy. Table 4 provides a number of research references that identifies this area of self sufficiency as one in which exemplary counselor practices have proven to be effective.

Goal 4 Become Responsible Members of Family, Work-group, Committees

The major intent of this goal is to increase students' ability to get along and work cooperatively with others. The data from the experimental counselors demonstrated that they did have this area of social relationships as part of their guidance curriculum. Counselors worked with such social areas as peer relations, getting along with others and controlling personal

Table 4

Effective Elementary Counselor Practices to Help Students Develop self sufficiency

What Counselors Can Do	Research on Effective Practices
Services directly to students	
Self Concept Enhancement	
Classroom Groups	Burnett (1983) Kaiser & Sillin (1977) Myrick, Merhill, & Swanson (1986)
Small Groups	Kern, Hawkins, & Downey (1973) Kern & Hawkins (1977) Leone & Gumaer (1979)
Individual Counseling	Peck & Jackson (1976)
Self Control and Self Discipline Development	
Classroom Groups	Wirth (1977)
Small Groups	Myrick & Dixon (1985) Wilson & Rotter (1986)
Individual Counseling	Gerler & Anderson (1982) Downing (1977)
Service to Teachers to Help Students Consultation	Muro (1975) Oldfield & Perosa (1986)
Services to Parents to Help Students Consultation	Hays, Cunningham & Robinson (1977) Summerlin & Ward (1978)

behaviors. Table 5 provides a number of research references that identifies specific counselor competencies as being effective in regards this social relationship area.

Learning Enhancement Goals of KERA

Other goals of KERA are much more focused on developing specific academic skills as well as developing problem solving abilities. The experimental counselors demonstrated that they worked with many of these areas in their specific guidance curriculum. Examples of these areas are classroom guidance activities focused on the following: (1) improving work habits, (2) improving study habits, (3) learning goal setting and decision making skills, (4) developing positive attitudes toward school and (5) learning about drugs and alcohol.

Collectively all these type classroom groups help students learn strategies and coping skills. As a focus area, the counselor not only can teach functional strategies but also can help students learn to evaluate where they personally are with each of these areas. There are numerous curriculum packages and programs that can be used in the classroom. Examples of such programs are DUSO and Pumsy. Plus, there are numerous research articles demonstrating the effectiveness of these materials with classroom groups. In addition, there are professional organizations that have made statements about elementary counselor's roles and functions in regards to the usefulness of classroom groups. These role and function statements all point to the importance of developmental classroom guidance activities.

Table 5

Effective Elementary Counselor Practices To Help Students Become a More Responsible Member of Family, Work Group or Community

What Counselors Can Do	Research on Effective Practices
Services Directly to Students	
Interpersonal Relationship skills	Allan (1981) Anderson, Kinney & Gerler (1984)
Classroom Groups	Halprin, Halprin & Hatley (1977)
Small Groups	Golden (1987) O'Rourke (1990)
Individual Counseling	Gumaer (1990) Gumaer & Voorenevold(1975) Van Hoose et al (1969)
Services To teachers to help students Consultations	Zirges (1981)
Services to parents to help students Consultations	Terkelson (1976)

Counselors also helped when there were definite problems. This was demonstrated from the experimental program data which showed that teachers, administrators, and parents all believed that the counselors did indeed help children when there were problems. Consequently this is a definite area of counselor competency and strength. Table 6 provides some of the specific research references about counselor effectiveness in these areas.

The Importance of Marketing Elementary Counselors

To be able to market the services of an elementary counselor to school based decision making teams it is important to have specific information about each particular school in addition to the general findings from research about counselor effectiveness. While it has been pointed out previously how counselors can help facilitate many of the goals of KERA and meet children's needs, there still will be very specific and unique needs that exist in each individual school. To provide a solid marketing plan, the unique needs of each school must be identified. Students, teachers, administrators, and parents may all have some very specific yet different needs at each separate school. Consequently, a slightly different and unique plan of guidance services will be necessary for each school. This will guarantee a tailor made guidance program for each school.

Table 7 provides some ideas of the type of needs that could be identified. The uniqueness of each individual school can be a powerful motivator when it comes to marketing and selling school based decision making teams on how elementary counselors can help meet the needs of this school.

Table 6

Effective Elementary Counselor Practices To Facilitate Student Learning Goals of KERA

What Counselors Can Do	Research on Effective Practices
Services Provided Directly to Student	
Classroom Groups	Danielson (1984) Darrigrand & Gum (1973) Sheldon & Morgan (1984)
Small Groups	Silverman (1976) Warner (1986)
Individual Counseling	Downing (1977) Kay (1985)
Services to Teachers to Help Students	Hilkman & Shield (1975)
Services to Parents to Help Students	Hayes, Cunningham & Robinson (1977)

Table 7
Target Group Needs

Target Group	Possible Data or Needs
Students	Needs assessments in all areas of personal-social, emotional, and academic adjustment; Diagnostic Educational Testing Self concept development Stressors of children Motivational Concerns Underachievement Special adjustment problems Crisis - divorce, death
Teachers	Self-Concept enhancement Motivational Aids Behavior and discipline Managing slow learners Meeting children's developmental needs. Coping with stress and burn-out.
Parents	Relationships and parenting skills Communication Skills Self-Concept enhancement Managing behavior and adjustment problems Single parenting problems Latch Key children concerns Keeping children safe
Administrators	Team development of staff Morale concerns Teacher burnout School-Community partnerships

Marketing and Selling Strategies

Once unique needs are identified and a solid plan made for how counselors can help meet these needs and facilitate the goals of KERA, then there is enough data to begin mapping out marketing strategies.

Marketing counseling is basically all about a systematic strategy for telling and selling the benefits of elementary counseling programs. In this case the benefits are about what elementary counselors can provide for students with specific needs. Additionally, the unique needs that teachers and parents may have as they try to help their students can also be highlighted. Table 8 provides a simple breakdown of what types of strategies could possibly be utilized to market elementary counseling services.

To help in the process of marketing elementary counselors to school based decision making teams, a special video tape has been produced as a part of this project. This video helps sell and tell the story of elementary counseling services and how counselors can help facilitate the goals of KERA. A previous video tape (Holcomb 1988) was utilized by KACD to help tell the story of the need for elementary counselors. This earlier video tape was a good resource and seemed to have a very positive impact on viewers. Consequently, a second video has been developed to help in this grassroots marketing campaign.

Summary

There is no doubt that elementary counselors can have a significant impact on the lives of children. KACD has worked for the development of elementary counseling and has devoted time and attention to this as well as developed supportive materials.

Table 8

Choices for Marketing Priorities

Type of Media	Specifics to Include
word-of-mouth	meetings of interested parents and local citizens; teacher groups.
publicity	stories in the local media detailing the benefits to the local school; generated by media coverage of the local group meetings where the issues are discussed.
direct mail	personal letters supporting elementary counseling written to local site-based management team members by concerned citizens.
hand distributed leaflets	summarizing the local needs and benefits to result from expanded counseling; given out at meetings and door to door.
paid advertising in the local paper	funded by banks and large area businesses who would benefit from a better educated regional work force.
guest appearances on local radio talk shows	why the services are needed; the benefits to the local community.
video	show the benefits that counselors provide.

The time is now for continuing to work to increase the number of elementary counselors in the commonwealth. To do this will necessitate a grassroots level marketing campaign. A good marketing campaign must have these essential factors in it to be successful: (1) the unique needs of each specific school must be known; (2) these needs and the goals of KERA must be interwoven into specific effective practices which a counselor can deliver to help meet these needs; (3) this combination of needs and effective counselor practices must have a very specific plan which sells and tells the local community about the benefits which elementary counselors can provide; (4) these marketing strategies at the grassroots level must utilize a variety of approaches as well as use the local networking system to generate a high level of support and acceptance for elementary counselors; and (5) this grassroots support for elementary school counselors must then begin to put pressure and demands on local school based decision making teams for the services of an elementary school counselor.

With the data from the experimental elementary counselor program and the inception of school based decision making teams as a model for managing local schools, it would appear to be an ideal time to make a very concerted effort to increase the number of elementary school counselors in the state. This opportunity can be acted upon and the moment seized for elementary counselors if all professional counselors within the state make a commitment to see that it does happen. With a grassroots level marketing campaign and the vital energies of KACD and its members, the real

winners in this effort will be our elementary school children. Our children deserve our very best effort to guarantee them the services of their own elementary school counselor! Now is the time to make it happen.

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APPENDICES

Appendix A

TOTAL

Teacher Responses

Position	Number
Principal	15
Teacher	298
Resource Teacher	24
Subject Area Teacher	8
Other	26
Total	371

Percentage

85% Does the counselor work with all your students?
291 yes 50 no

82% Has the counselor demonstrated developmental guidance?
277 yes 60 no 6 N/A

How has the counselor worked with your students?

98%	Individually	333
55%	Small Groups	189
85%	Whole Class	291

How have you worked with your counselor in consultation?

59%	Referral cases	202
23%	Classroom environment	78
76%	Behavior problems	259
8%	Grouping classes	28
16%	Choosing counseling groups	54
88%	Problem cases	299
47%	Parents conferences	161
	Other	65

What types of students has your counselor provided assistance to?

71%	Referrals	243
55%	Under achievers	187
44%	Intellectually below average students	151
18%	Gifted students	61
64%	Withdrawn/insecure students	219
78%	discipline problems	267

Percentage	Which of the following areas is there evidence of the effectiveness of your school counselor?	
58%	Alcohol/drug awareness	191
20%	I.D. of handicap children and placement	69
37%	Better coordination of outside resources	127
39%	Early I.D. of learning problems	133
14%	Reductions in drop-outs	47
13%	Reductions in suspensions	46
53%	Reductions in behavior problems	182
18%	Reductions in truancy	62
14%	Reductions in retentions	47
34%	Improved attendance	117
17%	Improved performance on standardized tests	58
88%	More positive self-concept	299
73%	Better attitude about school	248
36%	Improved relations between school/community	123
45%	Improved relations between parents/school	152
61%	Improved relations between students/teachers	207
77%	Improved relations between students	264

When you referred your student to counseling, do you feel it helped?

35%	Always	120
49%	Usually	167
	Sometimes	48
84%	Never	1
	Seldom	19
	N/A	1

When you consulted with your counselor, do you feel it was helpful?

57%	Always	196
35%	Usually	118
	Sometimes	30
	Never	2
92%	Seldom	0
	N/A	17

If parents of your students consulted with the counselor, have you been given any feedback?

40%	Always helpful	84
50%	Usually helpful	104
	Sometimes helpful	20
90%	Never helpful	1
	N/A	129

Appendix B

TOTALS

Kindergarten-Grade 2

% Agreement		
98%	1.	Do you know who your school counselor is?
86%	2.	Do you know where your school counselor's office is located?
96%	3.	Has the counselor talked to your class or taught your class?
95%	4.	Have you learned anything new about yourself or your feelings when the counselor came to your class?
95%	5.	Does the counselor know who you are?
95%	6.	Does the counselor listen when students talk about themselves?
75%	7.	Do you like school?
94%	8.	Do you have friends at school?
91%	9.	Do you feel you do good work at school?
96%	10.	Does the counselor care about how you are getting along at school?

Appendix C

TOTALS

Grades 3-4

% Agreement		
98%	1.	Do you know who your counselor is?
96%	2.	Do you know where your school counselor's office is located?
94%	3.	Has the counselor talked to your class or taught class?
77%	4.	Have you learned anything new about yourself or feelings when the counselor came to your class?
78%	5.	Doe the counselor know who you are?
90%	6.	Does the counselor listen when students talk about themselves?
93%	7.	Do you like school?
93%	8.	Do you have friends at school?
79%	9.	Do you feel you do good work at school?
83%	10.	Does the counselor care about how you are getting along at school?
85%	11.	Could you trust the counselor to keep a secret?
75%	12.	If you had a problem would you feel you could talk to the counselor about it?
49%	13.	Have you tried to talk to your counselor this year?
70%	14.	Did the counselor try to help you when you needed help?
66%	15.	Did you feel better after talking with the counselor?

Appendix D

TOTALS

Grades 5-6

% Agreement		
99%	1.	Do you know who your school counselor is?
86%	2.	Do you know where your school counselor's office is located?
96%	3.	Has the counselor talked to your class or taught your class?
75%	4.	Have you learned anything new about yourself or your feeling when the counselor came to your class?
87%	5.	Does the counselor know who you are?
87%	6.	Does the counselor listen when the students talk about themselves?
46%	7.	Do you like school?
97%	8.	Do you have friends at school?
69%	9.	Do you feel you do good work at school?
81%	10.	Does the counselor care about how you are getting along at school?
82%	11.	Could you trust the counselor to keep a secret?
71%	12.	If you had a problem, would you feel you could talk about it with your school counselor?
33%	13.	Have you tried to talk with your school counselor this year about a concern or problem?
63%	14.	Did the counselor try to help you when you needed help?
55%	15.	Did you feel better after talking with the counselor?

Appendix E

TOTALS

Parent Responses

How Parents See the Experimental Counselors
Approximately 425 Parents Responded

Questions

87% 1. Do you know who your child's school counselor is?
Yes responses = 379
No responses = 37
dk responses = 20

73% 2. Do you know where your school counselor's office is located?
Yes responses = 314
No responses = 97
dk responses = 22

62% 3. Does the counselor work with all children in the school?
Yes responses = 260
No responses = 15
dk responses = 143

43% 4. Have you talked with the school counselor about your child?
Yes responses = 184
No responses = 237
dk responses = 15

94% 5. If you had a concern about your child, would you feel free to contact your school counselor?
Yes responses = 392
No responses = 12
dk responses = 14

37% 6. Does your school counselor have groups for parents to discuss such issues as test scores, child-rearing concerns or problems?
Yes responses = 155
No responses = 35
dk responses = 235

96% 7. If you answered yes to question 6, have you attended any of the parent meetings conducted by the school counselor?
Yes responses = 150
No responses = 0
dk responses = 5

68% 8. Has the counselor been helpful to you?
Yes responses = 264
No responses = 69
dk responses = 92

80% 9. Do you feel the counselor has helped your child?
Yes responses = 326
No responses = 18
dk responses = 63

92% 10. Do you feel there is a need for a counselor in the elementary school?
Yes responses = 398
No responses = 4
dk responses = 20

74% 11. Do you feel that the counselor has helped children in this school mature socially and realize their academic potential?
Yes responses = 308
No responses = 3
dk responses = 107